











# THE HORN-ASHBAUGH FUNDAMENTALS OF SPELLING

FOR GRADES SEVEN AND EIGHT

INCORPORATING THE FINDINGS OF  
A TABULAR ANALYSIS OF

5,100,000

WORDS OF ORDINARY WRITING

BY

ERNEST HORN, PH.D.

PROFESSOR OF EDUCATION AND DIRECTOR  
OF THE UNIVERSITY ELEMENTARY SCHOOL  
THE STATE UNIVERSITY OF IOWA

AND

ERNEST J. ASHBAUGH, PH.D.

PROFESSOR OF EDUCATION  
AND  
ASSISTANT DIRECTOR, BUREAU OF EDUCATIONAL RESEARCH  
OHIO STATE UNIVERSITY



7-8\*

PHILADELPHIA, LONDON, CHICAGO  
J. B. LIPPINCOTT COMPANY

COPYRIGHT, 1928, BY J. B. LIPPINCOTT COMPANY

## VII-VIII EDITION

### NUMBERS OF NEW WORDS BY GRADES

	Minimum	Supplementary
Grade VII. . . . .	649	123
“ VIII . . . . .	631	200
	<hr/>	<hr/>
Total	1280	323



# PREFACE

The Horn-Ashbaugh Fundamentals of Spelling is a completely new speller. It is not an adaptation of any previous Horn-Ashbaugh Speller, but has been constructed from original data to meet the need for recognition of new knowledge of the content and method of the spelling course. It incorporates the results of important studies not hitherto available.

It is the intention of the authors to include sufficient discussion and directions to teachers so that this book may be taught with the highest possible degree of efficiency. In the general directions to teachers will be found a discussion of those points which concern all teachers regardless of grade. In addition, preceding the word list for each grade will be found supplementary directions to aid the teachers in facing the problems peculiar to that grade.

Special attention is called to the elaborate provision for making the pupil intelligent and responsible in his attack on his own spelling problems. This result is achieved by the testing plan which discovers to the pupil his deficiencies; by the standard scores which enable him to compare his accomplishment with that of other children; by the efficient method of study which is provided; and by the unusually rigorous follow-up work given in the review lessons. In preparing the first issue of the Horn-Ashbaugh Speller the authors made use of all reliable data in existence at that time. Since that time important investigations have furnished data which make possible in this new book a small but definite improvement in vocabulary, in grading, and in method. The authors therefore present this book to the pupils and teachers of the United States as a new contribution to the solution of the problem of developing a nation of good spellers.

THE AUTHORS.

AUGUST, 1928





# CONTENTS

	PAGE
PREFACE.....	iii
GENERAL DIRECTIONS TO TEACHERS.....	vii
PLAN FOR TEACHING THE LESSONS IN RURAL SCHOOLS .....	xix
DIRECTIONS TO PUPILS.....	xxiv
GRADE VII .....	1
GRADE VIII .....	29



# THE HORN-ASHBAUGH FUNDAMENTALS OF SPELLING

## GENERAL DIRECTIONS TO TEACHERS

**How the Teaching of Spelling May Be Improved.**—The teaching of spelling may be improved in three ways: first, by selecting a better list of words for the pupil to study; second, by placing before the pupils of each grade the words that are most appropriate for them; and third, by introducing economical procedures in learning. The first is the problem of the course of study; the second, the problem of grading; and the third, the problem of method. In solving each of these three problems in *The Horn-Ashbaugh Fundamentals of Spelling*, the authors have used new data never before available to any author of any book.

**Words of Permanent Value.**—To solve the first problem one must insure first that the pupils will study all the words which are frequently used in life outside the school; and second, that they will not waste time by being required to learn words which they will seldom use. This problem has been solved for you by the authors of the text. The vocabulary of this speller is taken from Dr. Horn's compilation of the 10,000 words most commonly used in writing. This compilation represents the careful analysis of over 5,100,000 running words, and includes, in proper proportion, every important type of writing that people commonly do in life outside the school; including a special investigation of the words used in every state in the Union in personal and business letters. It utilizes all the data which are available at the present time concerning writing needs in life outside the school. You can be certain that there is no word in this book that is not commonly needed in life outside the school. On the other hand, you can also be certain



that the words most commonly needed in life outside the school are included in this book. In addition, the vocabulary of this book has been carefully compared with the data from all important investigations of the words most important in reading and speaking.

**Meeting Childish Needs.**—Comparison of the studies of the speaking and writing vocabularies of children with those of adult vocabulary shows that at any grade level there are available more words than can be used in the spelling course, which are of high importance both in the vocabularies of children and in the permanent vocabularies of everyday life. Therefore no word found in studies of child vocabularies has been included in the speller unless it is also found with high frequency in writing done in life outside the school. Thus both childish and permanent needs are met. The data from the vocabularies of themes, reading, and speaking have also been useful in grading the word list.

**Word Building.**—As a part of the course there is provision for word study and for teaching certain rules and definitions. Scientific evidence is now available which makes possible, for the first time, the effective teaching of such words as lend themselves to simple rational treatment in spelling. Most of the poor results in teaching have been due first, to the fact that the rules have not been properly taught, and second, to the fact that the rules have not been formulated on the basis of the investigations of the words most frequently used in writing. For example, in one book in common use today is found this rule: "Nouns ending in *o* usually add *-s* to form the plural." The words given as illustrations are *zero-zeros* and *piano-pianos*. In analyzing more than five and one-eighth million running words of the writing done in life outside the school, *pianos* was found but four times and *zeros* not at all. In the first fifteen thousand words most frequently used only one, the word *autos*, is an example of a noun ending in *o* which forms the plural by adding *-s*. This is the only example among the first ten thou-

sand words most frequently used. On the other hand, among the first ten thousand words there are five such nouns which form the plural by adding *-es*. These are *hero*, *mosquito*, *negro*, *potato*, and *tomato*. Naturally, when among the ten thousand words most frequently used, there is one word under the rule, and there are five exceptions to it, this rule would do more harm than good. In all the word-building lessons in The Horn-Ashbaugh Fundamentals of Spelling the rules and the advice have been based on a careful study of the effectiveness of lessons in rationalizing spelling.

All rules and advice are given in the simplest possible form within the limits of accuracy. The examples given under each rule and under each piece of advice were determined by an exhaustive scientific study of the 10,000 words most commonly used in writing.

The teacher, as well as the pupil, should understand clearly that it is not the intention of the authors to have these rules take the place of the direct teaching of any word. Rather, they are to be regarded as reinforcing the direct learning of the words covered by the rules and as extending the child's ability to spell words less frequently used than the 1603 words given in the lessons of this book.

**Supplementary Lessons.**—The supplementary lessons are distributed by grades so that pupils who finish the minimum work for any grade will have additional lessons to study for the remainder of that year.

**Grading.**—The lessons in each grade are those which the pupils in that grade may most profitably study. The factors taken into consideration in grading these words are as follows:

1. The frequency with which the word is used in writing done in life outside the school.
2. The frequency with which the word is found in reading done outside the school.
3. The occurrence of the word in the spoken vocabulary of the child.
4. The occurrence of the word in the compositions written by the children in each grade.
5. The usefulness of the word in the reading done in each grade.
6. The difficulty which children find in spelling the word correctly in each grade.

For example, the word "all" is among the first 100 words most frequently used in the writing done outside the school. It is also in the first 100 of the words most frequently used in the reading done outside the school. It is among the first 100 words most frequently found in the spoken vocabulary of children up to the age of six. It is reported in the lowest grade in which compositions have been analyzed by the various investigators of children's themes. It is in every first reader. The word is thus seen to be of great value to first-grade children as well as of basic permanent usefulness. It is very easy to spell, as shown by the fact that only 10 per cent of second-grade children miss it. Because of these facts, the word is put in grade one. Each word was placed in the grade list in which it now appears only after a careful study by the authors of the scientific evidence for each of the six factors given above.

The words in the first six grades, therefore, meet several requirements: first, every word is one of permanent value to the child; second, every word is one likely to be needed in the writing done by the child in that grade; third, the words afford such a degree of correlation as is practicable with reading; and fourth, the words are scientifically graded by lessons in increasing order of difficulty. It is significant that for each of the first six grades there are more words than can be used that meet all the above requirements. There is therefore no justification for including, in any of these grades, words which meet only one or two of them.

**Crucial Future Needs Met.**—Beginning with grade seven, some words are introduced which the child is not likely to need in the writing which he does that year, but which are of such critical importance in the child's future writing that they cannot longer be postponed. In fact, to postpone such words beyond the seventh grade means in most schools that they will not be taught at all. These words are very frequently used in types of adult writing in which misspelling brings to the writer a very heavy penalty. Such, for example, are letters of application. Many of these words such as "recommendation," "business," "equipped," and "efficient," are very difficult to spell. To omit these words from the seventh and eighth grades means that the school fails to protect the child against the exceedingly severe penalties which are imposed for misspelling in adult writing.



**Review Eliminates Error.**—The provision for the complete elimination of all spelling errors is particularly efficient and thoroughgoing. Not only are the words which most commonly give difficulty especially emphasized, but also each pupil's own special difficulties are eliminated by the method used. Every precaution has been taken to obtain this thoroughness without wasting the pupil's time in studying what he already knows. No word is studied in review unless need for study has been shown by test.

During the week in which the lesson is taught for the first time, each pupil is tested three times on each word in the lesson. He spends his time in concentrated attack on the words which have given him difficulty. One month later this lesson is given as a test, and the words missed by each pupil relearned by him. Two days later each pupil is again tested over this lesson in order to make certain that he has learned it perfectly.

In addition, at the beginning of each grade above the first, the words previously taught which according to Dr. Ashbaugh's investigation still give difficulty are thoroughly reviewed. Finally in grades six to eight are special review lessons of those words, taught in grades one to eight, which according to the investigation of spelling difficulty in junior and senior high school seem likely to continue to be missed.

It must be kept in mind that these reviews are not haphazard, nor are they matters of guess-work. Each review list is made up on the basis of careful scientific study of *persistent* errors. This scientific plan for follow-up work with all words is unique in Fundamentals of Spelling. In the past, and in much present teaching, no provision is made for learning words missed in any lesson. Certainly such learning cannot be taken for granted nor left to mere guess-work. The teacher should understand that the review tests are themselves of value in learning, and that following the precise plan of the text will establish correct habits that might otherwise not be formed.

**Standard Scores.**—With each lesson will be found letters indicating three successive grades and a figure beside each. This figure represents for this lesson the average number of words which children in general spell correctly. The standards are placed here in order that pupils and teachers may compare their own results with those of other grades and with results

obtained in the country at large. Since it is known that persons who have used only Fundamentals of Spelling have not before studied the words in a new lesson, the class average on the Monday test may be lower sometimes than the standard given here which is based on children in many schools throughout the country, many of whom have probably had some of these particular words in some spelling lesson in earlier grades. By careful following of the method of study the class score should exceed these standards on Wednesday and greatly exceed them on Friday. The ideal to keep before your class is that they should learn their lessons so that they will not misspell a single word on the final test.

**How to Teach the Lessons.**—Special directions adapted to the needs of primary children are given just before the lessons in grade one, in grade two, and in grade three. These directions should be used in teaching children in these grades, rather than the directions which follow. The directions which follow should be used in grades four to eight inclusive.

Six points of method must be kept in mind as more important than any others:

1. The teacher must test her pupils on each lesson before they begin to study.
2. Each pupil should study only the words which he misspelled on this test.
3. Each pupil must be taught an economical method of studying.
4. Each pupil must see clearly what progress he is making.
5. The teacher must follow the distribution of the controlled reviews.
6. The teacher must strive constantly to develop sound purposes and interests.

Detailed suggestions for teaching lessons are given in the paragraphs which follow. The method of Fundamentals of Spelling has been used in all types of public and private schools and has proved uniformly successful. Teachers are urged to follow it as closely as possible. The book may, however, be used with any of the methods commonly found in elementary schools.

**Getting Started Right.**—The first few lessons should be spent in systematizing class procedure and in teaching pupils how to study. The authors recommend that the first week of the term be used for this purpose. The regular spelling lesson

may be omitted for this week, the period being utilized in teaching pupils how to work. The words of lesson R-1 may be used to illustrate each step. The following schedule is suggested:

On Monday—show the pupils the importance of spelling in letters and in the written work done in the school. Give cases, if possible, where people have been discredited because of spelling errors in letters. Have the pupils read, under “Helps to Pupils,” the section on “Why You Should Be a Good Speller.”

On Tuesday—teach the pupils the proper use of the pronunciation exercises and how to correct papers. Have the pupils read, on page xxiv, “How to Learn the Words.” Give a test on lesson R-1 to illustrate the method.

On Wednesday—teach pupils how to study. Have them learn the steps in “How to Learn to Spell a Word.” These steps are given in helps to pupils, page xxv.

On Thursday—practice applying the method of study in learning the words missed on the Tuesday test under lesson R-1.

On Friday—teach the pupils how to keep a spelling notebook. Stress the importance of the careful study of words missed on the Friday test. For detailed suggestions on a spelling notebook see pages xvi and xxvii.

In the following weeks it is a good plan, at intervals, to have each pupil show that he understands the method of study by illustrating it before the whole class. For the first few weeks it will be necessary to supervise the steps in each day's work very closely. Insist that the correct method be used from the outset. As soon as the pupils have learned the method of study the regular work of learning the lessons may begin.

**The Second Week and Following Weeks.**—The lessons are planned to be completed in a week. A week's work, therefore, consists of twenty new words and twenty review words except in grades one and two, where the week's work consists of ten new words and ten review words, and in grade three where the week's work consists of fifteen new words and fifteen review words. The daily schedules for grade one and for grade two are found in the pages immediately preceding the lessons for those grades. The following schedule is recommended for grades three to eight inclusive.

**Monday.**—The first step in teaching a lesson is an exercise in pronunciation. Have the pupils open their books at the new



lesson. Pronounce each word, enunciating the syllables very distinctly. Each word which in your judgment is not understood by the class should be used orally in a sentence. All homonyms are given in the book in illustrative sentences, as are all words likely to be confused with other words of similar sounds. Encourage pupils to ask about the meaning of any word of which they are in doubt. Have the pupils pronounce each word after you in concert, enunciating the syllables very distinctly. Insist on careful pronunciation on the part of every pupil but do not have the word spelled at this time.

This exercise precedes the spelling test because of the importance of pronunciation in the method of study, and because of the probability that this initial attention to the correct form of the word is desirable. Since the pupils undoubtedly learn something as a result of this exercise, they may be expected to make somewhat better scores than they would if no such preliminary exercise were given.

After all the words have been pronounced, have the pupils close their texts and prepare papers for a written test. This test will include the new lesson. Explain to the pupils that the purpose of the test is to show each pupil what he needs to study. It may be written on any sort of paper.

In general, pronounce each word once only. Pupils should write the words without hesitation. No alterations in the first attempt at spelling the word should be allowed. After the words have all been dictated, the pupils may either correct their own papers or exchange papers for correction. In the latter case, be sure that each pupil understands that he is not grading his neighbor's paper but marking misspelled words in order that his neighbor will know which words to study. Instruct the class to mark a word wrong if it is misspelled, if it cannot be read, or if any change in the first attempt at spelling has been made. Be sure that each pupil understands that, until he is able to write a word the first time correctly, plainly, and without hesitation, he has not sufficiently learned it. See "Directions to Pupils," page xxiv.

The words may be corrected on the basis of the teacher's oral spelling or by the book. Each word found to be misspelled should be marked wrong by placing after it an X.

When the papers have been returned to the owners, each pupil should write the correct form of each word which he has

misspelled. The words missed on the test will constitute his work for the week.

**Tuesday.**—On Tuesday the pupils study, each working on the words he missed on Monday and using the method recommended under "Directions to Pupils." Pupils who made no errors on the test may be excused from this study period, but not from the tests on Wednesday and Friday. It frequently happens that a pupil will spell a word correctly on one test and misspell it on a following test.

The teacher should closely supervise the pupil's study to insure that pupils work aggressively and that proper methods of learning are used. She should utilize this opportunity to investigate the study methods of children who have shown unsatisfactory results in the final test of the preceding week and to correct wrong habits where such are found to have developed. *The Friday tests provide an unfailing index of efficiency.* When any pupil makes a poor record on a Friday test, the teacher should inspect his methods of study on the following Tuesday in order to determine and remove the cause of the trouble. While the class as a whole should not be tested on Tuesday, the teacher may test individual pupils to see how effectively they have studied.

Some teachers allow pupils to work quietly in pairs, testing each other near the close of the study period to make certain that each word missed on Monday has been learned.

**Wednesday.**—Test on the new and on the review lesson. Since the first four lessons in each grade are made up of words taught in the preceding grade, these should be used during the first month as review lessons. The words should be corrected and the errors recorded as on Monday. Compare the number of errors made on the new words in this test with those made on the new words on the Monday test. This comparison will show the pupil what progress he has made. The remainder of the period may be spent in studying the words missed on this test.

**Thursday.**—Study the words missed in the new lesson and in the review lesson. *Give special attention to the pupils who miss the most words on the Wednesday test.*

**Friday.**—Test on the new and on the review lesson, correct the papers as on Monday, and spend the rest of the period

studying the errors made on this final test. Compare the number of errors made on this test with the number made on the first and second tests. The comparison gives the child a measure of accomplishment for the week. The teacher should check all papers on Friday in order to have an accurate record of the status of the pupils at the close of the week's work. Many teachers have found it helpful to put a chart of the week's progress on the blackboard or on the bulletin board.

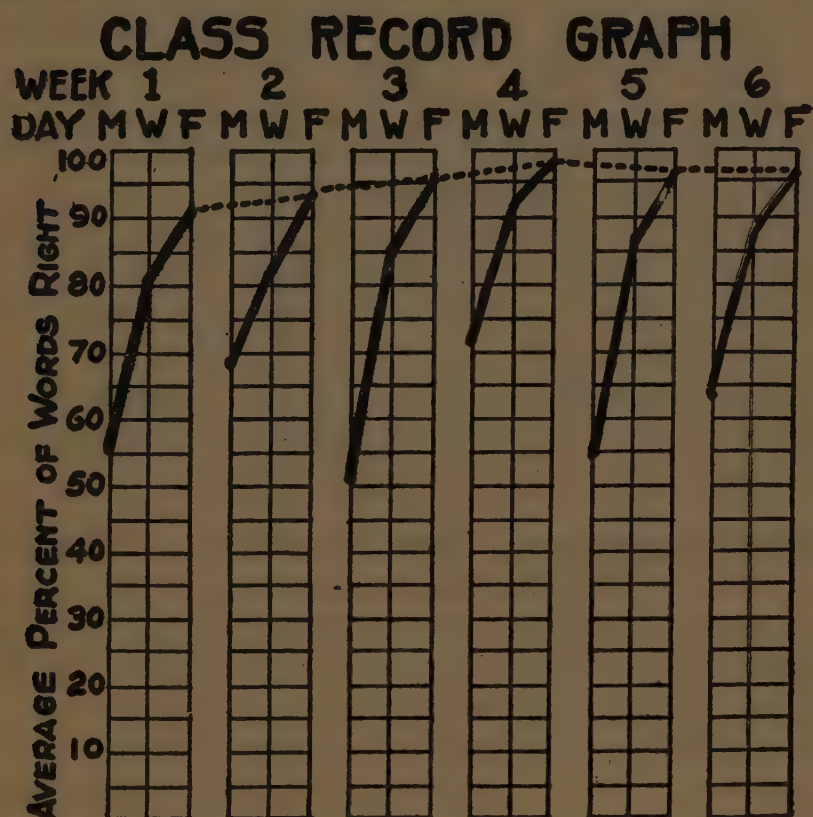
**Individual Instruction.**—It is clear from the preceding directions that the method of learning and the class administration are intended to insure that each pupil will study only those words which give him difficulty, and that he will, at the same time, progress at his own rate. This feature is vital in any sound spelling program.

**The Spelling Notebook.**—Each pupil should keep in a notebook the corrected forms of all words misspelled by him in Friday tests or in the writing done in connection with other school subjects. These are his individual demons. The teacher should supervise this record with care. Proper use of the spelling notebook will awaken a "spelling conscience" and will establish an efficient link between spelling as a separate study and spelling as related to his other studies.

**The Problem of Interest.**—Teachers who have used the method which is here recommended have been unanimous in reporting not only that the pupils learned more rapidly, but also that they worked with greater enthusiasm. This increased interest is secured without any use of soft pedagogy. It comes from several sources. First, the pupils know that the words in the book are those most commonly needed in writing. Second, because of the method of grade placement used in this text, the pupils of any grade may be sure that the words which they study are the words most likely to be needed in the writing which they do in that grade. Third, the pupils quickly see the advantage of centering their efforts on words which they have actually missed. Fourth, by means of standard scores they are enabled to compare their spelling ability with that of children in other parts of the country. Fifth, they can see what they are accomplishing. Sixth, these provisions make possible the joy which comes from doing vigorously and thoroughly a clean-cut task that needs to be done. These are the interests



which appeal to sensible men and women in life outside the school, and they have proved sufficient for children. Many attempts have been made to substitute devices for these whole-



Find Class Average Per Cent of Words Right each day and join Monday to Wednesday and Wednesday to Friday by black or white line. Join Friday points with red line.

some and fundamental interests. Such attempts not only fail in their purpose, but actually distract the child's mind from the work he has to do. Sugar-coating inevitably destroys the child's appetite for healthy vigorous work.

As an aid to the pupils on this point the authors suggest that the teacher keep on the blackboard or on a chart hung in a conspicuous place, a graph of the progress of the class. The form shown on this page is suggested as being easily made and portraying clearly the progress which the class is making.

The same form may be used by each individual pupil by simply recording the number of words which he has right instead of the class average. The graph may be made up for any number of weeks.

**Rich Language Experience.**—The words in each grade are those which the pupils of that grade are most likely to use in their written work. It is important that there be enough written work to provide, in a natural, purposeful setting, for the use of these words in writing. Pupils should be encouraged to write letters frequently. It adds very greatly to the school spirit if pupils are encouraged to write letters of sympathy to children who are unable to come to school because of illness or for other good reasons. Such letters may also contain information which will enable the absent pupils to keep in touch with what is going on at school. The relation between the home and the school is strengthened by encouraging pupils to write to parents, grandparents, or other relatives what has happened or is being accomplished at school. It is important that there be enough written work to provide, in a natural setting, for the use in writing of the words of the regular lists.

**Tests.**—A fundamental thesis in testing the efficiency with which a given teacher or class has worked is that the pupils should be tested before and after study upon the task assigned to be done. In spelling this means that the test words, both at the beginning and at the end of a term, should be chosen from the lessons which are assigned to be learned during that term. *It is manifestly unfair to test the efficiency with which a class has worked by dictating words which it has not studied.*

**Spelling-Matches.**—Many schools have found it interesting and profitable to have occasional spelling-matches. These are especially appropriate in weeks broken by holidays. The review lists given at the beginning of each grade are recommended for spelling-matches. An additional spelling-match list has been placed in the Appendix: this contains "spelling demons" which are somewhat less often used than those which appear in the regular lessons.

## PLAN FOR TEACHING THE LESSONS IN RURAL SCHOOLS

Fundamentals of Spelling is especially efficient in rural schools. This is to be expected not only because of the effective emphasis on individual instruction and on teaching pupils to study, but also because of the plan, original with the Horn-Ashbaugh Spellers, of giving the pupils of each grade a standard by which they may measure their own progress and attainments. Rural schools in which the speller has been used have uniformly reported an improvement over past records.

While the rural-school pupil will study his lessons in the same way as do pupils in graded schools, the method of class administration will, of course, be adapted to the needs of the rural school program.

**Combinations of Grades.**—Grade (class) combinations are usually necessary in teaching spelling in the small rural schools. It is impractical to schedule separate recitations daily for each grade as is done in the larger schools. Spelling is not exceptional in this respect as combinations are equally necessary in several other subjects. Two grades are usually combined, though not infrequently three upper elementary grades are taught at the same period. When all grades from one to eight are represented in a school the following grouping is recommended as most satisfactory:

Group I. ....	Grades 1 and 2
Group II. ....	Grades 3 and 4
Group III. ....	Grades 5 and 6
Group IV. ....	Grades 7 and 8



## GROUP I

In small schools having several grades to a teacher, beginners' spelling is most commonly taught in connection with other subjects such as reading, language, and writing. Most of the words are learned incidentally as a result of their use in these subjects and in simple written exercises. The review of the difficult first- and second-grade words in the first month of the third grade is an insurance that the spelling needs of the earlier grades are not neglected. However, if time can be found in the latter half of the session for a special spelling period on the daily program it is desirable to teach the appropriate methods of study and the words most needed by the pupils in their writing exercises. Very definite directions and helpful suggestions for teaching beginners' spelling are given immediately before the first grade.

## GROUPS II, III, AND IV

There are two ways in which Fundamentals of Spelling can be efficiently taught to a group of two consecutive grades. First, the work of the two grades may be taught simultaneously, that is, at the same time. Second, the work of each grade may be alternated yearly.

**1. The Simultaneous Plan.**—In small schools two grades can be taught at the same time in a recitation period of the usual length. The test on Monday, Wednesday, and Friday may easily be dictated to both grades of a group by pronouncing first a word from one list and then one from another. Little or no additional time is required, because a teacher can dictate words so much more rapidly than the pupils can write them. The words can best be corrected by having each pupil compare the spelling with the printed list in the text-book. Conducting the study periods on Tuesday and Thursday involves no special difficulties in rural schools.

Many teachers prefer this plan in small schools because each

grade does its own work in the regular order, because it is easily administered, and because it has proven to be successful.

**2. Alternating the Work of a Group.**—There are two plans for alternating the work of a group of two consecutive grades. First, the work of one grade can be taught one year and the work of the other grade the next year. Second, the lessons may be alternated, that is, the odd-numbered lessons of both grades are taught one year and the even-numbered lessons the next year.

The following table illustrates the first plan of alternation:

Group II Course of Study for		Group III Course of Study for		Group IV Course of Study for	
Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
1928	1929	1928	1929	1928	1929
1930	1931	1930	1931	1930	1931
1932	1933	1932	1933	1932	1933

This table should be read as follows: Group II, consisting of grades three and four, will study the work of grade three in 1928 and the work of grade four in 1929. Group III will study the work of grade five in 1928, and the work of grade six in 1929. Group IV will study the work of grade seven in 1928, and of grade eight in 1929. This plan, while very simple, has one disadvantage. In the odd-numbered years, 1929, 1931, etc., grades three, five, and seven begin the school term with words which are difficult for them. The principal advantage of the plan is the ease with which, from year to year, records can be kept of the work studied by each pupil.

Under the second plan, that of lesson alternation, half of the lessons of both grades in any group are studied each year. In school years beginning on odd-numbered calendar years, the odd-numbered lessons are studied. Thus Group III would study in 1928 all of the even-numbered lessons in the work outlined for both grade five and grade six. In 1929 this group

## xxii TEACHING THE LESSONS IN RURAL SCHOOLS

would study the odd-numbered lessons in the work outlined for these grades. In this plan the lessons are relatively easy at the beginning of the year and increase steadily in difficulty, the hardest work coming at the end of the year when the pupil is best able to master it. The following table shows how this plan should be used.

This table shows the lessons which should be studied in a given year by each group in schools having eight grades. This plan can be adapted easily to schools having a smaller number of grades.

Group II	Group III	Group IV
1929, '31, '33 Odd-numbered lessons in both grades 3 and 4.	1929, '31, '33 Odd-numbered lessons in both grades 5 and 6.	1929, '31, '33 Odd-numbered lessons in both grades 7 and 8.
1928, '30, '32, '34 Even-numbered lessons in both grades 3 and 4.	1928, '30, '32, '34 Even-numbered lessons in both grades 5 and 6.	1928, '30, '32, '34 Even-numbered lessons in both grades 7 and 8.

**Arrangement of the Daily Program.**—An especially efficient arrangement of the daily program has been worked out by Professor Elmer Ritter and Professor Wilmarth in their book, "Rural School Methods." Under this plan a single bloc at the same time each day takes care of the spelling in all groups. This has the advantage of concentrating the teacher's attention on the subject of spelling each day at the same time. The length of this period will depend upon the time assigned in the state course of study. The authors recommend that wherever possible thirty minutes a day be used. In this thirty minutes the work of groups II, III, and IV, grades three to eight, can be efficiently taught. This plan requires but fifty minutes a week of actual teaching time for each group. The table on page xxiii shows how this plan works for the first week of school and for all succeeding weeks.

In either plan of grade alternation the more advanced grade in the group is expected to do better work than the other grades in the group. For example, in Group II grade 4 is expected to do



# TEACHING THE LESSONS IN RURAL SCHOOLS xxiii

## A PLAN FOR TEACHING GRADES II TO VIII IN TWO RECITATIONS A DAY (Adapted from Ritter and Wilmarth, Rural School Methods)

### *First Week*

	Group II (Grades 3-4)	Group III (Grades 5-6)	Group IV (Grades 7-8)
Monday...	Test on new lesson.	Combine groups II, III and IV to teach how to study a word.	Combine groups II, III and IV to teach how to study a word.
Tuesday...	Study new lesson.	Test on new lesson.	Combine groups II, III and IV to teach how to correct a paper.
Wednesday.	Test on new and review lesson.	Study new lesson.	Test on new lesson
Thursday..	Study new and review lesson.	Test on new and review lesson.	Study new lesson. (This gives one 15 minute period for individual help with all groups.)
Friday.....	Final test on new and review lesson.	Study new and review lesson.	Test on new and review lesson.

### *Second Week and Following*

	Group II (Grades 3-4)	Group III (Grades 5-6)	Group IV (Grades 7-8)
Monday...	Test on new lesson.	Final test on new and review lesson.	Study new and review lesson.
Tuesday...	Study new lesson.	Test on new lesson.	Final test on new and review lesson.
Wednesday.	Test on new and review lesson.	Study new lesson.	Test on new lesson.
Thursday..	Study new and review lesson.	Test on new and review lesson.	Study new lesson. (This gives one 15 minute period for individual help.)
Friday.....	Final test on new and review lesson.	Study new and review lesson.	Test on new and review lesson.

better work than grade 3. The grade standards at the bottom of each lesson in Fundamentals of Spelling enable each grade to compare its work with the children of the same grade in other schools. No other speller makes this possible.

## DIRECTIONS TO PUPILS

**Why These Words Should Be Studied.**—One of the ways by which people judge the writer of a letter is the presence or absence of spelling errors. Often a young man or young woman has failed to obtain a desirable position because of spelling errors in a letter of application. Even in the ordinary friendly letter, spelling errors make a bad impression. The words which you are to learn from this spelling book are the words which people most frequently use in writing letters. Thousands of letters were read, and each word found was recorded. This book, therefore, contains the words most commonly used in writing, and does not contain any word which has not been found in letters.

In deciding which words to put in the lessons for any grade the authors of the book selected words most likely to be needed in the writing done in that grade. Therefore, the words that you study this year are not only words which you will always need but also words that you will probably need to write this year.

**How to Learn the Words.**—The first step in the study of each lesson will be an exercise in pronunciation. Your teacher will pronounce each word for you. Look at your book closely, noticing each syllable as she pronounces it. When the teacher asks you to pronounce the word after her, look at each syllable closely as *you* pronounce it.

The second step in learning the lesson is the test. Write each word as plainly as you can and *without hesitation*. The purpose of this test is to see whether or not there are any words in the lesson which you cannot spell. The words which you cannot spell will be your work in spelling for the week.

If your teacher asks you to exchange papers for the purpose of correcting them, be sure to do your work very carefully. If you fail to mark as wrong a word that has been misspelled,

the pupil whose paper you marked will not be able to know that the word should be studied, and so will suffer an injury. On the other hand, it will be very confusing if you mark a word wrong which is really correct. The same careful work is required if you correct your own paper. In writing one should not only know how to spell but also how to make his letters so that the person who reads the writing can tell exactly what has been written. Many people write so that certain letters cannot be told from certain other letters. This is especially true of *z*, *g*, and *y*; *o* and *a*; *e* and *i*; *t* and *l*; *n* and *u*; *h* and *k*. When you correct a paper and cannot tell which of two letters the writer intended, mark the word wrong. Also mark it wrong if any letter has been written over or any change made. Any word that has not been learned so that it can be written plainly, without hesitation, the first time should be studied again. After each word wrongly spelled, put a cross—so (X). Remember that the grades of the pupil whose papers you correct are not given on your corrections, since grades are made up from the Friday tests, which are corrected by the teacher.

**The Meaning of "The Standard Number Right."**—The words in this book have been given to a great many children in each grade in a number of states. In this way it was possible to find out the number of words which children of each grade ordinarily spell correctly. If you will compare the number of words which you spell correctly in any lesson with the "standard number right" at the bottom of your lesson, you will be able to see how your spelling compares with that of pupils in other schools of the country.

**How to Learn to Spell a Word.**—A great many men have spent much time and money in finding out for you the best way to learn to spell. The directions which follow are based on what these men have discovered.

*Step 1.*—The first thing to do in learning to spell a word is to pronounce it correctly. Pronounce the word, saying each



syllable very distinctly, and looking closely at each syllable as you say it.

*Step 2.*—With closed eyes try to see the word in your book, syllable by syllable, as you pronounce it in a whisper. In pronouncing the word, be sure to say each syllable distinctly. After saying the word, keep trying to recall how the word looked in your book, and at the same time say the letters. Spell by syllables.

*Step 3.*—Open your eyes and look at the word to see whether or not you had it right. If you did not have it right, do step one and step two over again. Keep trying until you can say the letters correctly with closed eyes.

*Step 4.*—When you are sure that you have learned the word, write it without looking at your book, and then compare your attempt with the book in order to see whether or not you wrote it correctly. If you did not write it correctly, go through steps one, two, three, and four again.

*Step 5.*—Now write the word again. See if it is right. If it is, cover it with your hand and write it again. If your second trial is right, write it once again. If all three trials are right, you may say that you have learned the word for the day. If you make a single mistake, begin with step one and go through each step again.

Study each word by this method. Be sure that you do each step just right. There is no easy road to good spelling. Hard and careful work is what counts. You should be certain in studying each lesson that you do not stop until you can spell each word. One way to make sure that you can do this is to have one of your parents or some friend pronounce each word to you while you write it.

**Take Pains with Your Spelling in All Writing.**—Take pride in having your compositions and letters free from spelling errors. When you are in the slightest doubt as to how to spell

a word, look it up in the dictionary before you write it. When you have found the word in the dictionary, learn it by the method by which you study your regular spelling lessons. In a similar way, if you do make a mistake in spelling in your compositions, learn the word which you misspelled by this same method.

**Reviews.**—Whenever you have a few minutes after having prepared some lesson, turn back to the errors which you have made on previous spelling tests and spend some time going over the words which you missed on those tests. Occasionally when you are at home, you will find it interesting to have your mother or father or some friend test you over all the words you have missed during the year. You should not be satisfied until you can spell every word correctly.

**Notebook.**—Keep a spelling notebook. Whether your teacher requires it or not, you will find this very much worth while. In this you should record all words missed on any test or in compositions which you write. If you find that you are frequently missing a word, write it in a special list and review it frequently.





# SEVENTH GRADE

## DIRECTIONS TO TEACHERS

The new lessons for this grade contain 649 new words. The lessons marked R-1, R-2, R-3, and R-4 were made up by selecting from the lessons taught in preceding grades those words which are most frequently misspelled by seventh-grade children. The supplementary lessons are for schools which, because of the long term, finish the minimum lessons before the end of the year.

The lessons should be taught according to the General Directions for Teachers, pages vii to xxiii.

## HELPS FOR SEVENTH-GRADE PUPILS

**Why You Should Be a Good Speller.**—Often a young man or a young woman has failed to obtain a good position because of misspelled words in the letter written to apply for the position. One should be ashamed to misspell words not only in business letters but even in letters to friends. Spelling errors give a bad impression not only in letters but also in the papers which you write in school. If you do your part, this book will help you to become a good speller. However, you must work hard. There is no easy way to become a good speller. Take a pride in getting your spelling lessons perfectly, as well as in spelling every word right in all of the writing that you do.

The lessons for grade seven contain the words that seventh-grade children most often need to write. Make sure that you learn every one of these words.

Before you study a new lesson, the teacher will pronounce each word and have you pronounce it after her. If there is any word the meaning of which you do not know, ask the teacher to use it in a sentence. After all the words have been pronounced, you will have a test. The purpose of this test is to find out which words you cannot spell. The words which you miss on this test are the words you should study.

**How to Learn to Spell a Word.**—A great many men have spent much time and money in finding out for you the best way to learn to spell. The directions which follow are based on what these men have discovered.

*Step 1.*—The first thing to do in learning to spell a word is to pronounce it correctly. Pronounce the word, saying each syllable very distinctly and looking closely at each syllable as you say it.

*Step 2.*—With closed eyes try to see the word in your book, syllable by syllable, as you pronounce it in a whisper. In pronouncing the word, be sure to say each syllable distinctly. After saying the word, keep trying to recall how the word looked in your book, and at the same time say the letters. Spell by syllables.

*Step 3.*—Open your eyes and look at the word to see whether or not you had it right. If you did not have it right, do step one and step two over again. Keep trying until you can say the letters correctly with closed eyes.

*Step 4.*—When you are sure that you have learned the word, write it without looking at your book, and then compare your attempt with the book in order to see whether or not you wrote it correctly. If you did not write it correctly, go through steps one, two, three, and four again.

*Step 5.*—Now write the word again. See if it is right. If it is, cover it with your hand, and write it again. If your second trial is right, write it once again. If all three trials are right, you may say that you have learned the word for the day. If you make a single mistake, begin with step one and go through each step again.

Study each word by this method. Be sure that you do each step just right. Hard and careful work is what counts. You should be certain in studying each lesson that you do not stop until you can spell each word. One way to make sure that you can do this is to have one of your parents or some friend pronounce each word to you while you write it.

In the front of your book, beginning page xxiv and ending page xxvii, you will find other valuable suggestions for improving your spelling.

You will find several interesting lessons which show you how words are built up. You will find other lessons which teach you many useful rules about spelling.

## Review Words

Note to teacher: A word in *italics* should be illustrated in a sentence.

R—1	R—2	R—3	R—4
weeks	cancel	comment	<i>mood</i>
prefer	relief	catalog	merely
appears	<i>council</i>	jealous	<i>praise</i>
portion	policies	dignity	traffic
inquiry	decision	science	applies
renewal	planning	allowing	usually
readily	inquiries	familiar	enemies
attitude	precious	<i>accepted</i>	<i>principle</i>
sympathy	assigned	luncheon	dignified
visitors	secretary	quantity	permission
terribly	recognize	probably	vacancies
effective	professor	extension	completely
opposite	comparison	generally	acquainted
available	additional	necessary	<i>attendance</i>
desirable	exhausted	authority	arrangement
succeeded	naturally	correspond	intelligent
experience	excitement	assignment	correspondent
<i>assistance</i>	appearance	assortment	advertisement
advantages	certificate	disposition	disappointment
accompanied	particularly	experienced	superintendent

Standard number right:

VI—10  
VII—13  
VIII—16

VI—9  
VII—12  
VIII—15

VI—8  
VII—11  
VIII—14

VI—7  
VII—10  
VIII—13



## FIRST WEEK

fund	grant	recently
services	volume	associate
judgment	ability	warehouse
examined	southern	permanent
reference	roommate	temporary
reception	prospects	acceptance
acknowledge		absolute

Standard number right: VI—13 VII—16 VIII—18

## SECOND WEEK

quote	display	dealers
agency	selected	capable
century	shortage	elsewhere
practical	pamphlet	purchases
week-end	adequate	investment
proportion	regardless	university
administration		represent

Standard number right: VI—13 VII—16 VIII—18

## THIRD WEEK

justify	figured	discount
register	unusual	positive
dimensions	definite	eliminate
production	esteemed	suggested
appropriate	relations	situation
demonstration	appreciate	precedent
wholly	They were wholly in the wrong.	
series	He will give a series of lectures.	
		wholly
		series

Standard number right: VI—13 VII—16 VIII—18

## FOURTH WEEK

**Words Misspelled Because of Wrong Pronunciation**

If you will look, on page xxv, at the directions for learning to spell, you will see that the first step in learning to spell a word is to learn to pronounce it correctly. Any mispronunciation is likely to lead to a misspelling. Some words are commonly mispronounced by omitting some sound in the word. Among such words are, "interesting," "personal," "practically," "government," "principally." Other words are misspelled by putting in sounds that do not belong. Such a word is "athletic." Other words are misspelled because of a wrong pronunciation of one or more parts of the word. Such words are "literature," "February," and "surprise." Emphasize particularly the correct pronunciation and enunciation of each syllable in the word that you are learning to spell. Emphasize the enunciation of the part of the word that you missed. Apply this advice to learning the following words which are often misspelled because of an error in pronunciation.

**Test**

surprise	quantity	probably
familiar	February	athletics
different	liability	recognized
generally	prejudice	experiment
literature	scientific	laboratory
practically	exceptionally	government
satisfactorily		superintendent

## FIFTH WEEK

item	strict	prior
draft	schedule	presume
worthy	superior	journal
graduate	granted	vicinity
reliable	involved	organized
assistant	thoroughly	obligation
nevertheless		representative

Standard number right: VI—13 VII—16 VIII—18

## SIXTH WEEK

behalf	senior	system
normal	patent	largely
maintain	actually	directed
selection	apartment	estimate
politics	territory	graduation
convenient	considered	reputation
remarkable		institute

Standard number right: VI—13 VII—16 VIII—18

## SEVENTH WEEK

income	volumes	reduction
devoted	remarks	ascertain
definitely	attorney	materials
suggestion	response	personally
represents	evidently	certificates
accomplished	introduced	obligations
basis	It was decided on a just basis.	basis
presence	Her presence was appreciated.	presence

Standard number right: VI—13 VII—16 VIII—18



## EIGHTH WEEK

bonds	urge	genius
merit	comply	campus
issued	energy	realized
bulletin	necessity	capacity
existence	establish	missionary
application	determine	consequence
investigate		inconvenience

Standard number right: VI- 12 VII-15 VIII-17

## NINTH WEEK

How to Add *-ed* to a Verb

Sometimes we wish to add *-ed* to a verb. In the sentences which follow notice what happens to the base word *deliver*. I *deliver* my papers today. I *delivered* them yesterday. My papers are *delivered*. Among the ten thousand words most commonly written in English, nearly a thousand end in *-ed*. More than half of them are formed merely by adding *-ed* to a base word without making any other change.

Among such words are *act—acted*, *knock—knocked*, *address—addressed*. You are fairly safe in merely adding *-ed* to a verb without making any other change unless the verb ends in a silent *e*, in *y*, or in a syllable with a short accented vowel. Directions are given below for adding *-ed* to these three kinds of words.

Adding *-ed* to Words that End in a Silent *e*

There is a large group of common words which do an odd thing when adding *-ed*. Examine these words:

arriv ed—arrived  
us ed—used

complet ed—completed  
enclos ed—enclosed

If the word ends in silent *e*, as in *arrive*, we say that we drop the final *e* and add *-ed*. In such words the silent *e* is also dropped

before adding any suffix beginning with a vowel. For example, notice the dropping of the *e* in the following words: *fine er—finer*, *wide en—widen*, *crude ity—crudity*.

### Adding *-ed* to Words which End in *y*

Notice what happens to the final *y* in the following words:

accompany—accompanied	marry—married
carry—carried	try—tried
justify—justified	satisfy—satisfied

When verbs end in *y*, the *y* is changed to *i* before adding *-ed*. You can see that this change of *y* to *i* is the same as that which happens to *y* when *es* is added.

### When to Double the Final Consonant

Many words double the final consonant in the base word before adding *-ed*. For instance, notice the following words:

commit—committed	compel—compelled	plan—planned
refer—referred	equip—equipped	ship—shipped

Each of the base words to which *-ed* is added ends in a syllable consisting of a single short accented vowel followed by a single consonant. In such words the consonant is doubled before adding *-ed*. The following rule will help you to add *-ed* to such words. Words with a last syllable consisting of a single short accented vowel followed by a single consonant, double the consonant when adding a suffix beginning with a vowel.

Since *-ed* is a suffix beginning with a vowel, it comes under this rule.

For example, the word *commit* has as its last syllable *mit*, with the short accented vowel, *i*, followed by the single consonant, *t*. Therefore, the final consonant, *t*, is doubled before *-ed* which is a suffix beginning with a vowel.

The following questions will help you to know whether or not to double the final consonant before adding *-ed*, or any other suffix beginning with a vowel:

1. Is the accent on the last syllable?
2. Does the last syllable contain a short vowel?
3. Is this vowel followed by a single consonant?

Ask these questions to see whether or not each of the following words fulfill the conditions of this rule: *refer, compel, equip, plan, ship*.

Notice these words:

*bothered*

*advised*

*called*

*mixed*

*Bothered* has not doubled the *r* because the accent in *bother* is not on the last syllable.

*Advised* has not doubled the *s* because the last syllable in *advise* does not contain a short vowel.

*Call-ed* did not need to double the *l*.

Words ending in *x* are exceptions (*mix, mix ed; box, box ing*). They do not double the consonant.

There are few exceptions to this rule among the ten thousand words most commonly used in writing.

#### Test

omitted	assured	referred
announced	occurred	equipped
described	compelled	submitted
developed	enclosed	concerned
illustrated	appreciated	acknowledged

Standard number right: VI—9 VII—11 VIII—13

#### TENTH WEEK

files	funds	quoted
ordinary	release	grateful
inclusive	heartily	ambition
contracts	semester	extremely
criticism	indicate	patronage
accommodate	majority	conditions
organization		communicate

Standard number right: VI—12 VII—15 VIII—17



## ELEVENTH WEEK

assume	legal	institution
exclusive	domestic	sufficient
sacrifice	director	previously
cordially	executed	appreciation
parcel post	canceled	satisfactory
imagination	cooperate	acknowledgment
fate	Our fate is still unknown.	fate
stationery	She uses fine stationery.	stationery

Standard number right: VI—12 VII—15 VIII—17

## TWELFTH WEEK

details	vision	leisure
variety	theory	convinced
faculty	duplicate	occasional
rendered	suggestions	destination
sufficiently	undoubtedly	consequently
investigation	applications	congratulate
consideration		representatives

Standard number right: VI—12 VII—15 VIII—17

## THIRTEENTH WEEK

spirits	lease	pressure
operate	annual	literary
mortgage	numerous	positively
desirous	campaign	privilege
apparent	guarantee	commission
chemistry	assurance	recommend
distribution		occasionally

Standard number right: VI—11 VII—14 VIII—16

## FOURTEENTH WEEK

How to Add *-ing* to a Verb

Nearly two-thirds of the words ending in the suffix, *-ing*, are formed merely by adding *-ing* to a base word. The other third can be formed by following the rules you have learned for adding *-ed* by merely substituting *-ing* for *-ed* in those rules.

Why do not any of these words make a change in the base word before adding *-ing*?

building	calling	buying
covering	going	reading

What happens to a base word which ends in a syllable with a short accented vowel followed by a single consonant, when adding a suffix beginning with a vowel? What are the three conditions? (See page 8.) Do the following words fulfill all three conditions?

beginning	clipping	cutting	getting
planning	putting	referring	running
shipping	sitting	stopping	swimming

In adding a suffix beginning with a vowel, what happens to a base word ending in a silent *e*? Write the base of each of the following words:

acknowledging	advertising	advising
amusing	arranging	arriving
assuring	becoming	coming

What has happened to the final *e* in each of these words? Write the rule which explains why the *e* is dropped. Your teacher will pronounce the base form of each of the following words. You will add *-ing* and make any necessary changes in the base. In studying this lesson it will help you to write the base of each word and then, without looking at your book, write the form in *-ing*. By comparing your paper with the book, you can discover which words you have misspelled. This will help

you to review not only the word, but also the rule which you did not apply properly.

bearing	shipping	securing
charging	assuring	operating
referring	regarding	extending
enclosing	including	informing
concerning	purchasing	regretting

Standard number right: VI—9 VII—11 VIII—13

#### FIFTEENTH WEEK

supreme	observe	minimum
quality	purposes	endeavor
official	proposed	essential
specified	published	cooperation
advisable	exceedingly	convenience
commercial	competition	unfortunate
excess	An excess amount is too much.	
directors	He is one of the directors.	
		excess
		directors

Standard number right: VI—11 VII—14 VIII—16

#### SIXTEENTH WEEK

items	transfer	dispatch
political	enclosure	operated
registered	allowance	religious
possess	anticipate	apparently
individual	responsible	necessarily
approximate	mathematics	proposition
principles	He acted on good principles.	
role	He played the role of a king.	
		principles
		role

Standard number right: VI—11 VII—14 VIII—16



## SEVENTEENTH WEEK

duly	mutual	enable
various	procure	protection
occasions	conclusion	established
southern	determined	promptness
possibility	subscription	acquaintance
recommended	circumstances	affectionately
requirements		congratulations

Standard number right: VI—10 VII—13 VIII—16

## EIGHTEENTH WEEK

## Summary of the Most Useful Rules for Adding Suffixes

In the preceding lessons you have already studied all the important rules for spelling words which end in suffixes. Most of the errors made in spelling such words are made in spelling the bases. The three most helpful rules to remember are:

1. Words with a last syllable consisting of a single short accented vowel followed by a single consonant, double the consonant when adding a suffix beginning with a vowel.

begin—beginning                  compel—compelled

2. Words ending in a final silent *e* drop the *e* before a suffix beginning with a vowel.

hope—hoped                          amuse—amusing

3. Words ending in a consonant and *y* change the *y* to *i* before all suffixes except those beginning with *i*.

pretty—prettier                  lady—ladies                  happy—happiness

Apply these rules in studying each of the following groups of words. As you look at each word, ask "What is the base? Does any rule apply for changing the base?"

*Words Ending in -en.*

fallen	forgotten	given	mistaken
--------	-----------	-------	----------

*Words Ending in -y.*

cloudy	difficulty	daddy	delivery
--------	------------	-------	----------

*Words Ending in -al.*

approval	postal	renewal
----------	--------	---------

*Words Ending in -er.*

bigger	cheaper	easier	larger
--------	---------	--------	--------

*Words Ending in -ion.*

appreciation	collection	connection
--------------	------------	------------

As a test of how well you have learned these rules, try to spell the following list of words. As each word is pronounced for you, ask "What is the base? Is this word an exception?" If there is no rule for changing the base and if this word is not an exception, add the suffix without changing the base in any way.

## Test

based	policy	taxes
fallen	approval	formal
original	committed	courtesy
regretted	universal	catalogs
quantities	canceling	indicated
transferred	discussion	operation
construction		authorized

## NINETEENTH WEEK

## Words of Special Value in Business

fee	annum	estate
invoice	wherein	payable
warrant	transit	inasmuch
overdue	notation	compliance
executive	attorneys	indebtedness
accordance	corporation	questionnaire
confirmation		acknowledging

Standard number right: VI—10 VII—13 VIII—16

## TWENTIETH WEEK

## Words of Special Value in Business

data	gross	ult.
refund	rating	quoting
hereto	revised	premium
voucher	security	employees
invoices	financial	bankruptcy
complying	memorandum	approximately
affidavit		specifications

Standard number right: VI—9 VII—12 VIII—15

## TWENTY-FIRST WEEK

## Words of Special Value in Business

remit	federal	lading
billing	receipts	thereby
whereas	edition	accrued
guardian	salesmen	itemized
attaching	heretofore	inventory
transaction	acceptable	manufacturers
billed	The goods were billed today.	billed
counsel	We need expert counsel.	counsel

Standard number right: VI—9 VII—12 VIII—15



## TWENTY-SECOND WEEK

## Dictionary Lesson

## How to Improve Your Vocabulary

In making this spelling book the authors studied the letters of a large number of great writers. Among these writers are Walter H. Page, James Russell Lowell, Robert Louis Stevenson, and Robert Browning. It was found that these great men wrote better letters than do most people. This is not so much because they used longer or more unusual words as because they used simple words more effectively. There were certain words, however, which were used much more frequently by these great writers than by ordinary people. A list of these words is given below. It is a good thing for you to be sure that you know how to use these words also. People who do not write as well as did these men are likely to use other words in the places of those given in this list. Look up the meaning of each word in the dictionary. Write each of the words in a sentence. If there is any word in this list that you have not used, tell what word you have used in its place to give the same or nearly the same meaning.

solemn

deem

adieu

ancient

noble

passion

amiable

absurd

immense

perceive

generous

infinite

distinctly

inevitable

exquisite

ridiculous

magnificent

melancholy

countenance

anxiety

## TWENTY-THIRD WEEK

grippe	tendency	apology
economic	deposited	delicious
excessive	ordinarily	ignorance
confirming	immensely	conception
publication	probability	anticipation
specific	professional	responsibility
comparatively		communication

Standard number right: VI—8 VII—11 VIII—14

## TWENTY-FOURTH WEEK

deduct	ceased	divine
sorority	scandal	merits
interior	proceeds	efficient
conscience	conceive	adopted
philosophy	recommending	materially
temporarily	accompanying	corresponding
controversy		accommodation

Standard number right: VI—5 VII—8 VIII—11

## TWENTY-FIFTH WEEK

midst	economics	analysis
virtue	remittance	gorgeous
curious	substantial	physician
publicity	requisition	apologize
accustomed	enthusiasm	research
tremendous	successfully	tournament
correspondence		indefinite

Standard number right: VI—5 VII—8 VIII—11

## TWENTY-SIXTH WEEK

## The Use of the Hyphen

When using two or more words as a single word, it is often very difficult to decide whether to write the words separately, to write them together as one word, or to join them together with a hyphen. Dictionaries do not always agree as to the way in which a word should be written. More than half of the mistakes which are made in combining words are due to using a hyphen when it should not be used.

1. The tendency today is to use the hyphen less than formerly. *The hyphen should be used:*

- a. When two or more words are used together as a single adjective placed *before* a noun to describe it, the words are joined with hyphens. For example, *up-to-date* machinery, *ice-cold* lemonade.
- b. In certain words such as *good-bye*, *good-night*, and *week-end*. *Today*, *tomorrow*, and *tonight* may be written *to-day*, *to-morrow*, and *to-night*.
- c. In all compound numerals from twenty-one to ninety-nine and also in fractions. For example, *thirty-two*, *one-eighth*.
- d. When it is necessary to divide a word at the end of a line, break a word at the end of a syllable and place a hyphen after that syllable. However, do not break a word at the end of a line unless it is absolutely necessary.

2. The hyphen *should not be used* to separate a prefix from a base word, except in the case of the prefix *self-* and the prefix *so-*. For example, *self-addressed*, *self-explanatory*, *so-called*.

Keep the hyphen out of such words as:

awhile	thereby	whenever	behind
afterwards	throughout	against	between
beside	toward	ahead	outside
mistake	underwear	afternoon	review
overcome	together	became	unnecessary



3. Write *all right*, *no one*, and *high school* as two words, without a hyphen.
4. When you are not certain how to combine words, look in the dictionary.

## Test

abroad	substitute	represented
depends	absolutely	conveniently
entitled	impression	unfortunately
interview	community	transportation
inability	preparation	misunderstanding
unnecessary	outstanding	recommendation
up-to-date	We use up-to-date machinery. up-to-date	
ice-cold	Here you can buy ice-cold pop. ice-cold	

Standard number right: VI—9 VII—12 VIII—15

## TWENTY-SEVENTH WEEK

dating	vacancy	mystery
pamphlets	conscious	receiver
confusion	curiosity	facilities
intellectual	efficiency	courteous
specifically	possession	constantly
organizations	originally	extraordinary
recommendations		inconvenienced

Standard number right: VI—4 VII—7 VIII—10

## TWENTY-EIGHTH WEEK

tragedy	collateral	visible
initiation	consistent	technical
galvanized	discretion	auditorium
psychology	separately	guaranteed
enthusiastic	indefinitely	incidentally
anniversary	preliminary	Chautauqua
arrangements		miscellaneous

Standard number right: VI—4 VII—5 VIII—9

## TWENTY-NINTH WEEK

This lesson is composed of words appearing frequently in committee reports and the minutes of meetings.

ballot	seconded	committee	adjourned
session	presented	treasurer	association
eligible	secretary	resolution	constitution
previous	chairman	committees	membership
amended	appointed	unanimously	

assistance      Your assistance is needed.      assistance

Standard number right: VI—9 VII—12 VIII—15

## THIRTIETH WEEK

Ala.    (Alabama)	Ga.    (Georgia)
Alaska	Hawaii
Ariz.   (Arizona)	Idaho
Ark.    (Arkansas)	Ill.    (Illinois)
Calif.   (California)	Ind.    (Indiana)
Colo.   (Colorado)	Iowa
Conn.   (Connecticut)	Kans.   (Kansas)
Del.    (Delaware)	Ky.    (Kentucky)
D. C.   (District of Columbia)	La.    (Louisiana)
Fla.    (Florida)	Maine

## THIRTY-FIRST WEEK

Md. (Maryland)	N. J. (New Jersey)
Mass. (Massachusetts)	N. Mex. (New Mexico)
Mich. (Michigan)	N. Y. (New York)
Minn. (Minnesota)	N. C. (North Carolina)
Miss. (Mississippi)	N. Dak. (North Dakota)
Mo. (Missouri)	Ohio
Mont. (Montana)	Okla. (Oklahoma)
Nebr. (Nebraska)	Oreg. (Oregon)
Nev. (Nevada)	Pa. (Pennsylvania)
N. H. (New Hampshire)	R. I. (Rhode Island)

## THIRTY-SECOND WEEK

S. C. (South Carolina)	Wyo. (Wyoming)
S. Dak. (South Dakota)	Cuba
Tenn. (Tennessee)	Philippine Islands
Tex. (Texas)	P. R. (Porto Rico)
Utah	A.M. (forenoon)
Vt. (Vermont)	Ave. (Avenue)
Va. (Virginia)	Co. (Company)
Wash. (Washington)	C.O.D. (Collect on
W. Va. (West Virginia)	delivery)
Wis. (Wisconsin)	Dec. (December)
	Dept. (Department)



## THIRTY-THIRD WEEK

Dr.	(doctor or debtor)	Mrs.	(Mistress)
etc.	(et cetera)	No.	(number)
Feb.	(February)	Nov.	(November)
f. o. b.	(free on board)	Oct.	(October)
ft.	(foot or feet)	O. K.	(all right)
inst.	(this month)	P.M.	(afternoon)
Jan.	(January)	Sec.	(secretary or second)
lbs.	(pounds)	Sept.	(September)
memo.	(memorandum)	St.	(Street)
Mr.	(Mister)	Supt.	(Superintendent)

## SUPPLEMENTARY AND REFERENCE

## USE OF THE CONTRACTION

One of the first things to learn in writing letters is that the form and style of the letter must be suited to the message which the letter contains, and to the relationship which exists between the person who sends the letter and the one who is to receive it. The style of business letters must be clear, direct, and dignified. With certain exceptions, as in sales letters, such letters are usually made very impersonal. On the other hand, personal letters are quite properly regarded by many as a sort of conversation in writing. In writing to friends or to relatives one usually desires to be informal. One of the ways of achieving this informality is through the use of colloquial English and contractions. In the past, many teachers of English have cautioned students against the use of contractions in letters; but an examination of the correspondence of writers whose letters are regarded as models shows that most of these authors use contractions very freely. If you will read the letters of Henry Adams, Stevenson, Gray, Henry James, Lamb, Carroll, Walpole, Keats, Emily Dickinson, Thackeray, Dickens, and

others, you will see that in writing to friends and members of their families they wrote much as they would have chatted with those to whom the letters were addressed.

In general, then, contractions are to be used only in informal or friendly correspondence. In letters to strangers and in most business correspondence, they should be avoided. Perhaps the best guide to the proper use of contractions is to be found in the models of writers who are famous for their personal letters.

### THE USE OF CONTRACTIONS

Your teacher will pronounce each word and read the sentence or part of a sentence which follows it. She will ask some one to tell what words have been put together to make the contraction. You will write the contraction. Watch your apostrophes!

can't "You can't be too careful." (Lamb)

don't "... for, O I don't know how long." (Stevenson)

doesn't "He doesn't agree with them all ..." (Stevenson)

won't "This sort of thing won't do." (H. James)

it's "... It's a glorious afternoon ..." (E. Dickinson)

I'm "I'm three parts through Burns; ..." (Stevenson)

I'll "I'll try to improve it ..." (Stevenson)

haven't "... I haven't yet had time to give ..." (H. James)

you'll "You'll never guess; ..." (Carroll)

isn't "It isn't like gold ..." (E. Dickinson)

I've "So I've been idle." (Stevenson)

we'll "We'll finish an education sometime ..." (E. Dickinson)

wouldn't "... but Stephen wouldn't allow it ..." (Stevenson)

didn't "... I didn't see him." (Fitzgerald)

I'd "Another shot and I'd have gone to kingdom come."  
(Stevenson)

you'd "... and I beg you'd believe me ..." (Gray)

hadn't "... If you hadn't seen her ..." (H. James)

hasn't "This ought to have made me gay, but it hasn't."  
(Stevenson)

couldn't "If it were easy to write a play, I couldn't ... think  
of it." (H. James)

wasn't "Wasn't it curious?" (Carroll)

## HOMONYMS

Homonyms are words pronounced exactly alike but different in meaning. Only a small number of the more common homonyms are given here.

Word	Definition	Sentence
1. flour.....	a fine meal of ground wheat or other grain.....	Mother uses flour in baking bread.
flower....	a blossom.....	The rose is a beautiful flower.
2. no.....	not, not any.....	I have no work to do.
know.....	to understand.....	Do you know your lesson?
3. 'son.....	a male child; the male offspring of a parent, father or mother	John is my son.
sun.....	the heavenly body which produces the light of day.....	The sun rises in the east.

These are the "demon" homonyms in your book. Can you think of a homonym for each of the following words?

too	very	some	week
no	our	through	knew
for	their	here	seems
there	do	great	effect
course	waste	right	whole

Your teacher will use each word in a sentence. You will write the word.

## ANTONYMS

Words of opposite meaning are called antonyms. For example, black—white, big—little; and open—closed, are so named. Sometimes antonyms are called opposites.

Practice Exercises: Try to think of antonyms for the following words:

cold	fat	in	new	sweet
come	front	large	poor	tall
dull	good	up	slow	wet
inside	high	long	spring	winter



Study this lesson with your teacher. There will be no test this week, on this list, but you will have a review on lesson—.

### SYNONYMS

The synonyms of a word are the words that have the same or almost the same meaning. If you were to look in the dictionary for the simple words "cut" and "ask," you would find the following synonyms:

For "cut"—carve, lance, bite, dissect, snip, saw, slice, slit, slash, etc.

For "ask"—beg, crave, entreat, beseech, implore, move, plead, solicit, etc. No two of these synonyms mean exactly the same thing, but they express different shades of the same meaning.

Certain common words are very much overworked in writing. Often the same word will be used in a single letter to express several different meanings. Among the words for which you should seek synonyms, are the following. Find as many synonyms as you can for each of these words.

hot	cold	bad	fine
good	great	big	pretty
ugly	well	nice	beautiful

Any lesson in the book may be used for an exercise in discovering synonyms.

### HOW TO USE PREFIXES

The commonest mistake in using prefixes is to separate them from the base word with a hyphen. Of the ten thousand words most commonly found in writing only three, *self-addressed*, *self-explanatory*, and *so-called*, separate the prefix from the base word with a hyphen.

Remember then: Do not place a hyphen between the prefix and the base word. The only common exceptions are *self*-, which always takes a hyphen when used as a prefix, and *so*-, which takes a hyphen when joined to an adjective preceding the noun which the adjective modifies.

The following words are formed by adding a prefix to a common English base word. Notice that in no one of these words is the prefix separated with a hyphen.

across	misunderstanding	undertake
ahead	nonsense	underwear
correspond	outshine	unfortunate
disagreeable	overcharge	unhappy
dislike	overcome	unknown
enable	overlook	unlike
forenoon	overlooked	unnecessary
forever	prepaid	unpaid
inability	recall	unpleasant
indeed	recovered	unreasonable
independent	renew	unsatisfactory
instead	replace	unusual
international	review	unwilling
mislaid	uncertain	

The chart on the following page will show you how to add prefixes to English base words that you already know. (Chart I.)

There are other common prefixes which are seldom or never used with English base words. These are shown in the chart on the following page. (Chart II.)

## CHART I.

Prefix	Meaning	Illustration
a (ab, abs).....	away, from.....	arise
cor (co, col, com, con) .	with, together.....	correspond
dis (dif).....	apart, not.....	dislike
en.....	in, into, make.....	enable
extra.....	out of.....	extraordinary
in (ill, im, ir).....	in, into, not, without . .	independent
inter.....	among, between, mutu- ally.....	international
mis.....	amiss, wrong, wrongly, ill.....	misunderstanding
non.....	not.....	nonsense
out.....	out, away, exceeding, surpassing.....	outstanding
over.....	above, beyond, too, much.....	overlook
pre.....	before.....	prepaid
re.....	back, again, against . . .	recall
sub (suc, suf, sug, sup, sur).....	under, below, near.....	subway
trans (tran, tra).....	across, over, beyond, through.....	transact
un.....	not.....	unknown
under.....	below, from below, lesser	undertake

## CHART II.

Prefix	Meaning	Illustration
ad (ac, af, ag, al, an, ap, ar, as, at).....	to.....	accommodate
ante.....	before.....	antecedent
circum.....	about, around.....	circumstance
de.....	from, down, away.....	decide
ex (e, ef).....	out, out of, away from, off, beyond.....	expect, emerge, effect
per.....	through, by, for.....	permission
post.....	behind, after.....	postpone
pro.....	forward, before, instead	produce
se.....	aside, apart, without...	separate
super.....	over, above, beyond...	superintendent



Confusion of *ei* and *ie*

This rule is not so valuable as others given in this book but it may help you to spell some of the words. Read the rule carefully. Study each word just as you do in other lessons, but give special attention to how each word fits the rule.

Whenever *i* and *e* occur together in one syllable, and are pronounced as *ē* or *ě*, it is always *i* before *e* except after *c* (sounded *see*). When sounded like “*a*” it is always *e* before *i*. Some have used the following jingle to help fix the rule:

*i* before *e*  
 Except after *c*  
 Or when sounded like *a*  
 As in *neighbor* or *weigh*.

Five of the words most commonly used in writing letters are exceptions to these rules: *neither*, *leisure*, *foreign*, *height*, *their*.

Review: *i* before *e* except after *c*.

niece	adieu
believe	interview
cashier	relief
friendly	review
handkerchief	brief

*e* before *i* after *c* and when sounded like *a* in *neighbor* and *weigh*.

ceiling	receiving
conceive	weight
receipt	weighed

Why does *i* come after *e* in these words?

The following words have *i* after *e* but are exceptions to the rule.

Neither, leisure, foreign, height, their.

## **EIGHTH GRADE**

### **DIRECTIONS TO TEACHERS**

The lessons for this grade contain 631 new words. The lessons marked R-1, R-2, R-3, and R-4 were made up by selecting from the lessons taught in preceding grades those words which are most frequently misspelled by eighth-grade children. The last six lessons of the grade contain words from earlier grades which, because of great difficulty and high frequency of use, are especially liable to be misspelled in the writing of everyday life. These words are deserving of very careful review.

The lessons should be taught according to the General Directions for Teachers, pages vii to xxiii.

### **HELPS FOR EIGHTH-GRADE PUPILS**

**Why You Should Be a Good Speller.**—Often a young man or a young woman has failed to obtain a good position because of misspelled words in the letter written to apply for the position. One should be ashamed to misspell words not only in business letters but even in letters to friends. Spelling errors give a bad impression not only in letters but also in the papers which you write in school. If you do your part, this book will help you to become a good speller. However, you must work hard. There is no easy way to become a good speller. Take a pride in getting your spelling lessons perfectly, as well as in spelling every word right in all of the writing that you do.

The lessons for grade eight contain the words that eighth-grade children most often need to write. Make sure that you learn every one of these words.

Before you study a new lesson, the teacher will pronounce each word and have you pronounce it after her. If there is any word the meaning of which you do not know, ask the teacher to use it in a sentence. After all the words have been pronounced, you will have a test. The purpose of this test is to find out which words you cannot spell. The words which you miss on this test are the words you should study.

**How to Learn to Spell a Word.**—A great many men have spent much time and money in finding out for you the best way to learn to spell. The directions which follow are based on what these men have discovered.

*Step 1.*—The first thing to do in learning to spell a word is to pronounce it correctly. Pronounce the word, saying each syllable very distinctly and looking closely at each syllable as you say it.

*Step 2.*—With closed eyes try to see the word in your book, syllable by syllable, as you pronounce it in a whisper. In pronouncing the word, be sure to say each syllable distinctly. After saying the word, keep trying to recall how the word looked in your book, and at the same time say the letters. Spell by syllables.

*Step 3.*—Open your eyes and look at the word to see whether or not you had it right. If you did not have it right, do step one and step two over again. Keep trying until you can say the letters correctly with closed eyes.

*Step 4.*—When you are sure that you have learned the word, write it without looking at your book, and then compare your attempt with the book in order to see whether or not you wrote it correctly. If you did not write it correctly, go through steps one, two, three, and four again.

*Step 5.*—Now write the word again. See if it is right. If it is, cover it with your hand, and write it again. If your second trial is right, write it once again. If all three trials are right, you may say that you have learned the word for the day. If you make a single mistake, begin with step one and go through each step again.

Study each word by this method. Be sure that you do each step just right. Hard and careful work is what counts. You should be certain in studying each lesson that you do not stop until you can spell each word. One way to make sure that you can do this is to have one of your parents or some friend pronounce each word to you while you write it.

In the front of your book, beginning page xxiv and ending page xxvii, you will find other valuable suggestions for improving your spelling.

You will find several interesting lessons which show you how words are built up. You will find other lessons which teach you many useful rules about spelling.



Review Words

Note to teacher: A word in *italics* should be illustrated in a sentence.

R—1	R—2	R—3	R—4
curious	divine	deem	<i>grippe</i>
analysis	virtue	mutual	amiable
conceive	<i>ceased</i>	solemn	scandal
mystery	vacancy	<i>counsel</i>	tragedy
delicious	specific	apology	courtesy
proceeds	receiver	infinite	attaching
originally	publicity	adequate	conscious
ordinarily	gorgeous	committed	guarantee
immensely	tendency	regretted	accustomed
courteous	excessive	affidavit	conscience
galvanized	confusion	curiosity	facilities
conception	philosophy	pamphlets	inevitable
specifically	materially	discretion	indefinite
substantial	economics	efficiency	initiation
preliminary	probability	auditorium	psychology
controversy	professional	bankruptcy	ridiculous
arrangements	tremendous	melancholy	undoubtedly
comparatively	anticipation	collateral	correspondence
corresponding	accustomed	tournament	accommodation
recommended	anniversary	requisition	recommendations

Standard number right:

VII—8  
VIII—11  
IX—13

VII—8  
VIII—11  
IX—13

VII—6  
VIII—9  
IX—11

VII—6  
VIII—9  
IX—11

## EIGHTH GRADE

## FIRST WEEK

exist	mature	venture
attain	declare	poverty
pledge	utmost	hopeless
fewer	consist	creature
offset	weren't	advertise
chapel	accused	preference
father's	This is my father's chair.	
affect	The rain will affect our plans.	
		father's
		affect

Standard number right: VII—15 VIII—17 IX—18

## SECOND WEEK

## Word Building

The words in this lesson are formed by adding *-ing* to a base word that you have already learned to spell.

listing	belonging	suggesting
dealing	selecting	attempting
thrilling	appearing	complaining
blooming	discussing	engineering
weighing	addressing	establishing
guessing	proceeding	remembering
excepting	We all came, excepting Harry.	
bearing	Our trees are bearing fruit.	
		excepting
		bearing

Standard number right: VII—16 VIII—18 IX—19

## THIRD WEEK

## Word Building

You can spell each word in this lesson by adding *-s* to a word that you already know.

bids	savings	directions
finals	dealings	objections
agrees	curtains	exceptions
errors	consists	corrections
actions	circulars	expressions
powers	districts	arrangements
arts	He is skillful in the arts.	
profits	Our profits were eight dollars.	
		arts
		profits

Standard number right: VII—16 VIII—18 IX—19

## FOURTH WEEK

### Word Building

You can spell each word in this lesson by adding -s to a word that you already know.

ideals	openings	discounts
refers	benefits	telegrams
guests	concerns	invitations
belongs	suggests	publications
millions	servants	photographs
prayers	additions	improvements
wears	This kind of cloth wears well.	
weights	The weights were six and ten pounds.	

Standard number right: VII—15 VIII—17 IX—18

## FIFTH WEEK

fuss	feeble	consult
ache	fiction	opposed
devil	painful	oftener
fatal	burden	valuation
Prof.	margin	youngster
vanity	mission	unexpected
sole	He is the sole owner.	
we've	Tell him what we've seen.	

Standard number right: VII—15 VIII—17 IX—18

## SIXTH WEEK

### Word Building

You can spell each word in this lesson by adding -s to a word that you already know.

proofs	deposits	complaints
drafts	renewals	youngsters
lengths	accidents	characters
appeals	intentions	impressions
authors	arguments	institutions
columns	operations	particulars
effects	What were the effects of his illness?	
breaks	This pencil breaks too easily.	

Standard number right: VII—15 VIII—17 IX—18



## SEVENTH WEEK

voyage	distant	garbage
angel	reflect	activity
mislaid	partner	universe
troops	stretch	contrast
citizen	orchard	monument
auditor	unhappy	wholesome
clause	Find the verb in this clause.	
wooden	The cookies are in the wooden bowl.	
	wooden	

Standard number right: VII—15 VIII—17 IX—18

## EIGHTH WEEK

## Word Building

Each word in this lesson was formed by adding *-ing* to a word that you have learned to spell in a previous lesson.

beating	assisting	prevailing
blessing	supplying	publishing
existing	worrying	consisting
greeting	collecting	succeeding
listening	deducting	endeavoring
touching	happening	entertaining
adjusting		representing

Standard number right: VII—15 VIII—17 IX—18

## NINTH WEEK

vast	create	composed
angle	channel	moreover
you'd	refrain	unworthy
arise	execute	unpleasant
haste	farewell	accomplish
misery	persuade	whatsoever
wander	Let's wander in the woods.	
sane	The poor man is not quite sane.	
	sane	

Standard number right: VII—15 VIII—17 IX—18

## TENTH WEEK

### Word Building

You can spell each word in this list by dropping the final *-e* from the base form and adding the ending *-ed*. (State the rule for adding a suffix to a word ending in silent *-e*.)

dined	inquired	persuaded
based	released	associated
served	observed	celebrated
amused	procured	telephoned
wasted	reserved	encouraged
admired	graduated	investigated
deserved		manufactured

Standard number right: VII—15 VIII—17 IX—18

## ELEVENTH WEEK

wiring	finance	admiration
values	postpone	estimation
hasten	admirable	declaration
recital	improving	illustration
issuing	increases	agricultural
judging	legislation	observation
tracing		reservation

Standard number right: VII—15 VIII—17 IX—18

## TWELFTH WEEK

enabled	balanced	postponed
insured	declared	advertised
pledged	imagined	anticipated
relieved	managed	distributed
realized	matured	substituted
acquired	concluded	discontinued
	estimated	

routed      The shipment was routed by rail.      routed

Standard number right: VII—15 VIII—17 IX—18

## THIRTEENTH WEEK

types	motives	graduates
styles	sources	creatures
scenes	balances	signatures
virtues	finances	references
believes	indicates	experiences
colleges	instances	consequences
	estimates	

dues      Our dues are ten cents a month.      dues

Standard number right: VII—15 VIII—17 IX—18

## FOURTEENTH WEEK

## Word Building

Each word in this lesson is formed by adding *-ment* or *-al* to a base word. No change is made in the base words except to add these suffixes.

rental	economical	employment
critical	mechanical	replacement
original	amendment	advancement
musical	amusement	endorsement
electrical	exceptional	arrangement
historical	attachment	establishment
enrollment		encouragement

Standard number right: VII—15 VIII—17 IX—18

## FIFTEENTH WEEK

## Word Building

You can spell each word in this lesson by adding *-ed* to a word that you learned to spell in a previous lesson.

ruined	retained	contented
avoided	designed	proceeded
claimed	bothered	respected
detailed	reckoned	attempted
honored	regarded	maintained
weighed	amounted	endeavored
belonged		entertained

Standard number right: VII—15 VIII—17 IX—18



## SIXTEENTH WEEK

gay	folder	thereon
solo	kingdom	defense
civic	maiden	unknown
Bro.	remote	fifteenth
satin	grammar	desperate
trifle	process	percentage
border	My rug has a blue border.	
plane	The big plane flew very high.	
		plane

Standard number right: VII—13 VIII—16 IX—17

## SEVENTEENTH WEEK

lest	engage	struggle
gang	heartly	combined
task	mental	underwear
rural	project	northwest
burst	inspired	disagreeable
magic	writers	unreasonable
world's	We must help in the world's work.	
teacher's	The book is on your teacher's desk.	
		teacher's

Standard number right: VII—13 VIII—16 IX—17

## EIGHTEENTH WEEK

## Changing -y to -i

You have perhaps already learned that when you add a suffix beginning with any letter except -i to a base word ending in a single consonant and -y, the -y is changed to -i. Each word in this lesson has been formed according to this rule. Notice that the base form of each word ends in a single consonant and -y and that no suffix begins with an -i. What questions should you always ask yourself if you have any difficulty in determining whether or not to apply the rule?

bodies	worries	centuries
replies	steadily	deliveries
happily	counties	memories
applies	complied	prettiest
heavier	dignified	authorities
families	qualified	necessarily
salaries		possibilities

Standard number right: VII—13 VIII—16 IX—17

## NINETEENTH WEEK

gem	utterly	treasure
linen	carload	powerful
label	contact	deduction
entry	surface	sweetest
sober	informal	passenger
urgent	renewed	distribute
coarse	She wore a dress of coarse linen.	
month's	We have paid this month's bills.	
Standard number right: VII—13 VIII—16 IX—17		

## TWENTIETH WEEK

alas	install	extreme
omit	stupid	dreadful
dumb	patron	welfare
liquor	extent	slightest
cedar	vacant	profound
scarf	bargain	meanwhile
decent	He wore plain and decent clothes.	
you've	Perhaps you've finished your work.	
Standard number right: VII—13 VIII—16 IX—17		

## TWENTY-FIRST WEEK

## Word Building

Each word in this lesson was formed by adding *-ing* to a word that you already know how to spell. The base form of each of these words ends in silent *-e*. The rule says: Drop the silent *-e* before all suffixes beginning with a vowel. Notice that the final *-e* was dropped from each of these words before the suffix was added.

ruling	indicating	developing
grading	promising	graduating
arriving	supposing	completing
figuring	producing	cooperating
assuming	continuing	encouraging
disposing	describing	anticipating
arranging		appreciating

Standard number right: VII—13 VIII—16 IX—17

TWENTY-SECOND WEEK

avail	caution	recovery
tone	interval	impatient
crepe	adapted	wretched
initial	mischief	undecided
tariff	adorable	republican
sacred	nonsense	gymnasium
survey		background

Standard number right: VII—12 VIII—15 IX—16

TWENTY-THIRD WEEK

novel	senate	locality
royal	peevied	convince
poison	exhibit	economy
solicit	algebra	awkward
confer	lawyer	accurate
humble	blizzard	recollection

vary      He does not vary his behavior.

pause      Let's pause and think.      pause

Standard number right: VII—12 VIII—15 IX—16

TWENTY-FOURTH WEEK

prose	ignorant	chocolate
league	omission	enormous
blouse	resigned	honorable
endure	offended	marvelous
phrase	entrance	accountant
manual	uncertain	whereabouts

ladies'      These shoes are in ladies' sizes.

writer's      What is the writer's name?      writer's

Standard number right: VII—12 VIII—15 IX—16



## TWENTY-FIFTH WEEK

fees	religion	announce
yield	gingham	legislature
debit	distinct	instrument
talent	inferior	postmaster
exceed	fixtures	thermometer
violent	shouldn't	headquarters
remedy		measurements

Standard number right: VII—12 VIII—15 IX—16

## TWENTY-SIXTH WEEK

## Doubling the Final Consonant

Notice that in each word of this lesson the final consonant of the base word has been doubled before adding the suffix. You may have studied the rule which explains when to do this. The rule is repeated for you here: Words with a last syllable consisting of a single short accented vowel followed by a single consonant (except *h* and *x*), double the consonant when adding a suffix beginning with a vowel.

If you have difficulty in deciding whether or not you should apply the rule, ask yourself these three questions: (1) Is the accent on the last syllable? (2) Does the last syllable contain a short vowel? (3) Is the vowel followed by a single consonant? If you can answer "yes" to each of these questions, you may be fairly sure that you should apply the rule, for it has but few exceptions among the words most commonly used in writing.

begged	stopping	preferred
canned	incurred	regretted
fitting	remitted	submitting
begging	deferred	occurrence
shopping	referring	remittance
stepping	remitting	transferring
	permitted	

wrapped The package was neatly wrapped. wrapped

Standard number right: VII—11 VIII—14 IX—15

TWENTY-SEVENTH WEEK

vital	confirm	gratifying
liable	revenue	pertaining
infer	hitherto	dormitory
glory	elements	delinquent
opera	fortnight	opposition
epistle	freshman	resistance
choir	Henry sings in the choir.	
affected	His work was affected by illness.	
		choir
		affected

Standard number right: VII—11 VIII—14 IX—15

TWENTY-EIGHTH WEEK

image	diploma	statutes
essay	revision	humanity
gossip	likewise	consigned
utilize	jobbers	facilitate
alumni	pathetic	testimony
status	intimate	supplement
tuition		installation

Standard number right: VII—11 VIII—14 IX—15

TWENTY-NINTH WEEK

Word Building

Each word in this list is spelled by adding *-ly* to a word that you already know how to spell.

firmly	decidedly	completely
locally	earnestly	accurately
mainly	relatively	differently
briefly	dreadfully	fortunately
chiefly	financially	intelligently
specially	exclusively	wonderfully
anxiously		permanently

Standard number right: VII—11 VIII—14 IX—15

## THIRTIETH WEEK

bonus	spiritual	inspiration
phase	maximum	indifferent
induce	maturity	proceedings
debtor	strenuous	incorporated
reality	hereafter	conscientious
literally	generation	embarrassment
via	We shall go via Cincinnati.	
intense	The heat was intense.	

Standard number right: VII—11 VIII—14 IX—15

## THIRTY-FIRST WEEK

humor	document	fraternity
pending	creditors	resignation
cylinder	procedure	indifference
romance	statistics	sympathetic
precisely	nominated	registration
dramatic	competent	remembrance
geometry		interpretation

Standard number right: VII—11 VIII—14 IX—15

## THIRTY-SECOND WEEK

angels	intervals	provisions
exists	individuals	resolutions
patrons	specimens	illustrations
citizens	greetings	instruments
officials	sentiments	communications
	expectations	

souls	The music thrilled our souls.	
faults	We like him in spite of his faults.	
comments	He made some comments on the game.	
correspondents	I write letters to my correspondents.	

Standard number right: VII—11 VIII—14 IX—15



THIRTY-THIRD WEEK

lading	sincerely	community
cancel	occurred	acquainted
receipt	authority	opportunity
medical	literature	appreciation
schedule	absolutely	affectionate
probably	temporary	international
accepted	I accepted the invitation.	accepted
company's	Is this the company's office?	company's

Standard number right: VII—11 VIII—14 IX—15

THIRTY-FOURTH WEEK

usually	regretting	considerably
revised	committee	acknowledge
omitted	acceptable	requirements
occasion	practically	satisfactorily
equipped	convenient	stockholders
installing	government	representative
	preferred	
passed	We all passed the test.	passed

Standard number right: VII—11 VIII—14 IX—15

THIRTY-FIFTH WEEK

No.	specified	disappoint
Sec.	referring	parcel post
bureau	existence	recommend
all right	extension	remittance
criticism	semester	convenience
judgment	executive	immediately
good-bye		communication

Standard number right: VII—10 VIII—13 IX—14

## THIRTY-SIXTH WEEK

Inst.	mortgage	exceedingly
prior	ascertain	cancellation
inquiry	determine	disappointed
partial	basketball	respectively
capacity	personally	memorandum
American	sufficiently	opportunities
financial		superintendent

Standard number right: VII—10 VIII—13 IX—14

## THIRTY-SEVENTH WEEK

duly	physician	accommodate
annum	privilege	mathematics
visible	technical	transferred
accrued	apparently	incidentally
sorority	consistent	indefinitely
apologize	criticize	occasionally
unanimously		approximately

Standard number right: VII—5 VIII—8 IX—10

## THIRTY-EIGHTH WEEK

perceive	necessarily	extraordinary
twentieth	temporarily	inconvenience
Chautauqua	accompanying	miscellaneous
enthusiasm	conveniently	questionnaire
countenance	intellectual	acknowledgment
magnificent	specifically	affectionately
edition	This is the paper's home edition. edition	
adieu	It is time to bid you adieu. adieu	

Standard number right: VII—5 VIII—8 IX—10

## Spelling-Match Words

cafe	<i>beau</i>	sandals	partially
mansion	solemnly	boulevard	thirty-five
incapable	registrar	picturesque	kimono
parliament	applicable	<i>finely</i>	guidance
X-ray	<i>sheer</i>	pageant	sociology
negligent	humorous	cooperative	influential
carburetor	authentic	botany	alcohol
hatred	tonsillitis	feasible	alliance
souvenir	bazaar	completion	cathedral
professed	chaperon	civilization	contingent
usefulness	dissolved	mileage	suffice
foursome	endorsement	mahogany	successor
architect	verify	passionate	editorial
embarrassed	explicit	expenditure	<i>ere</i>
foresee	inevitably	depleted	initiated
delicacy	undertaking	privileges	insensible
certainty	solicited	<i>lieu</i>	bosom
commodities	contemptible	<i>censure</i>	opportune
sophomore	destiny	tentative	privileged
formidable	memoranda	nobly	subtle
distributors	vocational	amateur	prevalent
hesitancy	quiz	intellect	cigarettes
lieutenant	<i>colonel</i>	vaudeville	<i>consul</i>
glimpse	suppressed	thesis	organdie
narrative	kodak	ultimate	soliciting
adjourn	emphasize	eventually	brighter
conceited	javelin	unsettled	criticize
inhabitants	competitors	<i>canvass</i>	diploma
quibble	initiative	distinguished	documents
specialty	intelligence	interpret	epoch
imaginable	necessitate	chattel	lovable



explanatory	confidential	career	expenditures
advisability	elapsed	possessed	purely
monotonous	<i>coupe</i>	kerosene	moderate
vengeance	professors	remnant	regulations
<i>inter</i>	alluded	coupon	Pres.
expedition	villa	cafeteria	movie
librarian	ambassador	forcibly	<i>gym</i>
valid	feminine	elaborate	boarding
adequately	annoyance	operetta	protest
apparatus	mutually	supplementary	features
bishop	esteem	generosity	bookkeeper
ultimately	concessions	despair	reunion
deemed	doctrine	democracy	gathered
sororities	pastime	ensuing	Treas.
enjoyment	proceedings	personnel	genteel
frequent	strictly	voile	option
representing	companion	republic	<i>per</i>
<i>phoned</i>	lectures	requirement	yourselves
islands	represents	vouchers	surety

Note to teacher: A word in italics should be illustrated in a sentence.

















